REVIEW OF SECONDARY PROGRAMS

TABLE OF CONTENTS

PREFACE	1
GUIDING PRINCIPLES	3
THE KEY QUESTIONS	4
THE PURPOSE OF SECONDARY EDUCATION	5
Critical Thinking	6
Competence	6
Conduct and Citizenship	7
Secondary Schools and Society	7
Awareness and Review	8
Summary	9
ATTITUDES, KNOWLEDGE AND SKILLS	10
Attitudes	10
Basic Objectives	10
Evaluation	11
Subject Recommendations	11
Language Arts	11
Social Studies	12
Mathematics	13
Science	13
Fine Arts	14
Physical Education	14
Practical Arts	14
Business Education	15
Health Education	15
Alternative Language Programs	15
Junior High Options	16
Junior High School Program Requirements	16
Exampies of Alternative Junior High School Timetables	17
Senior High School Program Requirements	18
Examples of Senior High School Programs	19
Core Program	20
Summary	20
WAYS STUDENTS LEARN BEST	21
Primacy of Instruction	21
Delivery Systems	22
Counselling and Guidance	22
Library Services	23
Future Orientation	23
Computer Literacy	24

Educational Network 24
Students with Special Needs 25
Student Assessment 26
Sharing Services 26
Articulation of Programs 27
Teacher Professionalism 27
Teacher Education 28
Teacher Evaluation 28
Needs at the Junior High School Level 29
Spares 29
School Day/Year 29
Summary 30
ROLES, RIGHTS, AND RESPONSIBILITIES 31
Students 31
Families 32
Teachers 32
Principals 33
School Staff 34
Members of the Community 34
School Boards 34
Superintendents 35
Business, Industry and Labour 35
Post-Secondary Education 36
The Ministry of Education 36
Provincial Government 37
Educational Funding 37
Summary 38
SECONDARY EDUCATION: FOUNDATION FOR THE FUTURE 39
APPENDIX I:
THE GOALS OF BASIC EDUCATION FOR ALBERTA 42
The Goals of Schooling 42
The Goals of Education 43

Minister's Advisory Committee
Halvar C. Jonson, M.L.A. - *Chairman*
Patrick J. Gorman
Ronald P. Livermore - *Executive Assistant*
Arnold McCallum
Harlene Mosby
Lynn Sawyer
R. Bryan Targett
C. Peter Valentine

PREFACE

In the spring of 1984, the Minister of Education, the Honourable David King, commissioned a review of secondary education in Alberta. The goal of the review was to assess the secondary school program available to Alberta students and to provide direction for future changes. A Ministerial Advisory Committee was appointed to assist the Minister by reviewing submissions and formulating a framework for change. Through the review process, the committee has gathered information and provided recommendations for action to improve the content and delivery of secondary education in Alberta.

The Minister's Advisory Committee was aided by a Project Team from Alberta Education, responsible for collecting data and identifying issues relevant to the review. The assistance of the Project Team has been valuable in formulating recommendations for future Alberta secondary school programs.

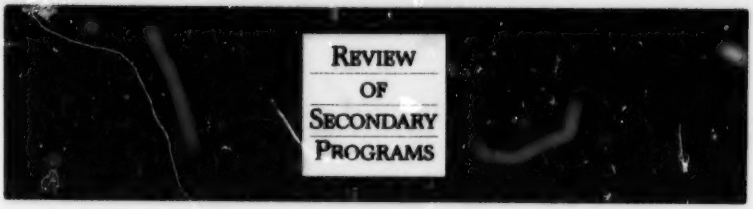
The review process provided for comments and recommendations from a broad cross-section of Albertans including educators, parents, students, and other interest groups. The public welcomed the opportunity to participate in the review, as evidenced by the numerous letters and briefs submitted to the review committees.

One hundred and ten written briefs were received from groups both within and outside the educational community. A survey of public opinion was taken by means of a questionnaire delivered to each Alberta household. As well, results of a student questionnaire and a Gallup poll were used to assess the public perceptions about the needs of Alberta secondary schools. Information was also received from commissioned academic reviews on ways in which students learn best, the nature of the adolescent, anticipated needs for the future, and secondary education in other provinces and countries. Further representation was received through meetings with the Alberta Teachers' Association, the Alberta School Trustees' Association, the Conference of Alberta School Superintendents, university personnel, and the Committee on Tolerance and Understanding. In addition, members of the Minister's Advisory Committee and the Project Team attended a series of public forums sponsored by the Alberta Federation of Home and School Associations.

The numerous written submissions and oral reports recognized the positive features of current secondary schooling in Alberta, but cautioned against complacency. All submissions acknowledged the important effects of high quality teaching and expressed a strong

desire for a system of education which sets high standards of performance and clear expectations for all students. The Minister's Advisory Committee supports the continuing quest for improvement and excellence in Alberta schools.

The purpose of this report is to respond to the major issues identified during the review process and to present recommendations for future secondary education in Alberta. Following assessment of public response to the report, the Advisory Committee will report to the Minister with its final recommendations.



GUIDING PRINCIPLES

The Advisory Committee formulated the following guiding principles as a basis for responding to representations and developing recommendations:

— The responsibility of the education system is to provide sound educational programs and effective learning environments to benefit all students in accordance with ability and need.

— The responsibility of the school is to provide opportunities for learning and development relevant to the goals of schooling.

— The responsibilities, needs and expectations of parents, teachers and the community at large must be considered, but priority must be given to the present and anticipated educational needs and responsibilities of learners.

— Every effort must be made to provide good management of the finite amounts of time, material and human resources, to ensure the best possible schooling for all.

— Good communication of expectations and coordination of efforts among the family, the community and the school is necessary to create an effective educational environment.

— The roles and responsibilities of each participant in the education system must be clearly defined, accepted and acted upon as functioning parts of an integrated system.

— The assessment and improvement of educational programs must be continual, open to all participants and based upon research on learning, knowledge of student development, awareness of societal needs and anticipated requirements for future living.

— Current conditions and anticipated needs for secondary schooling must be considered in the light of our Canadian heritage, democratic society and the interdependent nature of our world.

THE KEY QUESTIONS

The review of secondary education focused on four key questions which provided the basis for submissions to the review. The scope of the submissions to the review has been quite comprehensive, with some recommendations applying to more than one of the key questions.

1. WHAT IS THE PURPOSE OF SECONDARY EDUCATION?

2. WHAT ATTITUDES, KNOWLEDGE AND SKILLS ARE REQUIRED OF SECONDARY EDUCATION STUDENTS?

3. IN WHAT WAYS CAN STUDENTS LEARN BEST?

4. WHAT ARE THE ROLES, RIGHTS AND RESPONSIBILITIES OF ALL THE PARTICIPANTS IN SCHOOLING?

THE PURPOSE OF SECONDARY EDUCATION

The Goals of Basic Education for Alberta, as outlined in the *Junior/Senior High School Handbook* (Appendix I), have been examined as part of the review of secondary education.

The Goals of Basic Education for Alberta contains two sections, the goals of schooling and the goals of education. While the goals of schooling outline the responsibilities of school staffs in promoting learning, the goals of education are a shared responsibility.

It is important that every school provide an educational program which emphasizes the goals of schooling, such as the development of intellectual curiosity; ability to get along with others; community responsibility; an appreciation of the role of the family in society; a sense of purpose; and values of fairness and responsibility. In addition to the academic pursuits of the secondary program, students should be exposed to work experiences, co-curricular and extra-curricular activities and intercultural events. This wide range of learning experiences should be presented to all junior high students, with continuing opportunities available to senior high students.

The purpose of secondary education is twofold: to provide a broadly-based education aimed at stimulating and nurturing the abilities of students; and to provide the initial stages of career preparation by developing basic work skills, with an emphasis on fostering appropriate attitudes and awareness of the requirements of the world of work.

The primary expectation of graduates is that they possess a range of skills and abilities which will allow them choices and opportunities as competent members of society. However, the rate of change in society is such that it is not possible to forecast accurately the training needs of all students. It is likely that people will change occupations several times throughout their working lives. Therefore, secondary education must provide a solid foundation of competence in a range of basic skills, and develop students' abilities to adapt and respond to new developments.

Schools must endeavour to challenge and develop each individual's potential and to enhance the ability of students to deal effectively with changing social, political, technological and economic environments. School programs must therefore develop the knowledge, skills and attitudes required for students to become independent, critical thinking adults. Schools must also provide an

opportunity for all students to obtain a general education, and to develop their individual interests, abilities and aptitudes.

In this paper, reference is made to a core program. The Advisory Committee takes the view that there are certain areas of study that all students should take in the interest of having a basic secondary education. In return, students must be committed to learning and achieving excellence to the best of their ability. The education that students receive in the secondary school system will undoubtedly influence their success in later life. Students must also be able to demonstrate their learning and apply their knowledge in the present.

The importance of sound programs of study has never been more evident than it is today. School programs must be vital, current and consistent with public expectations. If the goals of schooling are to be accomplished, school programs must be prepared in consultation with the other participants in education.

Examination of the goals of schooling and goals of education indicate that they are relevant to current and future expectations for the secondary school program. While the goals of schooling still stand as cornerstones for schools in Alberta, they should be more actively promoted and implemented.

Critical Thinking

Many of the submissions received indicated that secondary students need training in analytical thinking skills and decision-making abilities. As critical thinkers, students will be better prepared to act confidently in shaping their futures.

Recommendation

It is recommended that the goals of schooling be amended to include the acquisition of critical thinking skills and decision-making abilities, accompanied by a recognition of responsibility for results of decision-making.

Competence

Well educated students are able to demonstrate and apply general competencies and specialized abilities. In addition, they radiate confidence and a positive view of themselves and society. Their ability to acquire, organize, and communicate knowledge in an effective and responsible manner provides them with a sound foundation for the future. The benefits of such abilities and competence will be evident in their future career and personal endeavours.

Recommendations

It is recommended that:

— Criteria be established to determine the attainment of skills and knowledge at each level of the core curriculum.

— A standard of excellence be set for all students, with the expectation that competence be demonstrated on an ongoing basis.

Conduct and Citizenship

To achieve its goals, the school must set standards for appropriate behavior. Many schools in the province are making conscious efforts to foster acceptable standards of interpersonal conduct and it is imperative that all participants support the school in achieving these standards.

Similarly, the value of Canadian citizenship should be promoted. Singing of the national anthem and participation in patriotic activities and programs is desirable. The spiritual and moral character of society could be enhanced through school activities such as recitation of the Lord's Prayer.

Schools can best achieve these goals if the home and community are involved and support this effort.

Recommendations

It is recommended that:

— Schools develop and implement policies which reflect the value of high standards of interpersonal conduct.

— Schools develop policies that foster the development of moral and ethical standards which include honesty, respect for others, respect for self, tolerance and understanding, acceptance of the rule of law, integrity, courtesy, and responsibility for one's actions.

— Policy be developed to instil in Alberta youth an appreciation of the value of citizenship and moral behavior.

Secondary Schools and Society

An overall goal for participants in secondary education should be to ensure that school programs are understood and open to public view.

Secondary education must prepare students for involvement in the world of work through skill and attitude development. Business, industry and labour should assume greater responsibility for developing a working partnership with schools by designing high-quality work experience programs characterized by clear expectations and good communication between the employer, the school and the student. Employers must be encouraged to participate with educators in communicating their expectations of both the program and the students, in terms of required attitudes, behaviors and skills.

Efforts must be made to broaden the instructional component of the work experience program so that students have a balance between practical and theoretical learning about the world of work. The instructional component should be provided by the school utilizing

resources available from business, labour and government. Students need to know about work safety, labour standards, skill requirements, and how to function appropriately as employees.

Although actual job training is primarily the responsibility of employers and post-secondary institutions, secondary schools must provide elements of basic work skills and attitudes which will support students as beginning employees. Vocational education, academic occupational, and special education programs should have components of career preparation and vocational experiences, while the academic program should involve elements of career awareness and exploration.

Recommendations

It is recommended that:

— Students be made aware of the expectations of the world of work in terms of performance, attitudes, and behaviors.

— Work experience programs be provided which include knowledge of employment opportunities; practical knowledge of the working of the market economy and its dependence on productivity; awareness of the expectations of employers; and the development of career knowledge in addition to the emphasis on actual job experience.

— Work experience programs be promoted and enhanced to broaden the range of available work experience opportunities.

Awareness and Review

So that education may keep pace with social change, it is desirable that a means of reviewing educational performance be instituted. Alberta Education must provide leadership in coordinating a planning process which supports educational improvement through innovation and experimentation at the local level.

Ongoing review and evaluation of programs and curricula is valuable in guiding the education system to meet individual and societal needs.

An accessible forum should be established to aid in the review and evolution of policy for secondary education.

Recommendations

It is recommended that:

— Alberta Education, in conjunction with the Alberta Teachers' Association and the Alberta School Trustees' Association, develop a program which will include the following: information for the public about the accomplishments of education; encouragement of public involvement in education; a handbook for the general public that will provide information to industry, business, labour, post-secondary institutions and parents.

— The Minister establish a committee of education, industry and labour representatives to advise as to current and future expectations of graduates.

Summary

Students must be provided with opportunities to develop a base of knowledge and abilities from which specialized talents and skills will emerge in the later stages of the secondary education program. Students must accept the duality of being generalists and specialists. Performance and thoroughness must be emphasized throughout the whole program.

The end goal of secondary education remains the development of competent individuals who are able to function independently and cooperatively with others in order to contribute positively to society.

ATTITUDES, KNOWLEDGE AND SKILLS

The objective of secondary education is to provide a composite program for the development of attitudes, knowledge and skills, which permits choice and opportunities for growth and success. Knowledge includes both the substance of acquired learning and the application of learning that is demonstrated by students. Attitudes and social skills are learned through the interaction of ideas and people, and are influenced by the quality of the school environment and the teacher-student relationship. These tangible results of education are accumulated through active participation in school programs.

Attitudes

The current secondary program is organized around the development of attitudes, skills and knowledge. Desirable attitudes are stated for each subject and level of study.

Secondary education would benefit by having a set of "desirable personal characteristics" known and supported by all participants, similar to that currently in place for elementary schools. These characteristics should reinforce the standards set in elementary years yet recognize the need for secondary students to assume progressively greater responsibility and latitude in making decisions about their education and their lifestyle.

Recommendations

It is recommended that:

— A set of "desirable personal characteristics," appropriate to their level of maturity, be established for students in junior and senior high schools.

— School boards and schools, in consultation with their communities, develop and consistently apply policies which will serve to foster desirable personal characteristics.

Basic Objectives

Common content and objectives for secondary education are necessary. Students must acquire knowledge and meet established standards of competence in communication, mathematics, social studies and science. In addition, students must have experiences in the

world of work and with new technologies. Students must also have opportunities for second language instruction and fine arts training, as well as learning about the avenues for their participation in all aspects of society. All of these are elements which demand basic competence and demonstration of ability.

Based on such provincial objectives, a sound provincial core program should be developed and maintained, with basic competence as a principle in the development of criteria. Such provincial criteria should be considered to be the minimum education standard for all students.

Recommendations

It is recommended that:

— Common objectives and content be established for the core secondary education program.

— Basic competencies be supported as the minimum standard expected of all students relevant to each program level.

Evaluation

Methods of evaluating student achievement of the basic provincial criteria should be developed. Student evaluation is best determined by combining several measures to provide a composite assessment which would measure strengths and weaknesses in a student's learning relative to the provincial criteria for each subject.

Departmental examinations received public support as a means of assuring equity for all students by providing a provincial standard of measurement. However, it is recognized that school based assessment is most relevant for assessing attainment of many objectives of the programs of studies.

Recommendation

— It is recommended that provincial diploma examinations be maintained at the Grade 12 level and constitute a portion of each student's final marks.

Subject Recommendations

Submissions from the public included comments on the current subject area offerings in the secondary school program. There is concern that elementary and secondary schools are asked to cover too broad a program at the expense of thoroughness. Sufficient time must be provided to deal with core subjects.

A number of suggestions were offered to enhance subject area programs.

Language Arts

The ability to communicate effectively is the most important and

basic of skills; therefore, schools should foster development of good communication abilities.

It is of vital importance that students who enter the secondary school program have acquired basic competencies in receptive and expressive communication skills. Continuing development of these skills must then be emphasized throughout secondary school programs.

Ongoing evaluation and diagnosis of communication skills and of learning difficulties is required. Resources must be available to assist students in need of special attention.

Recommendations

It is recommended that:

— The language arts curriculum continue to emphasize the integrated development of the communication skills of reading, writing, speaking, listening and viewing.

— Language arts skills be taught across the curriculum.

— The need for early identification of learning difficulties and student weaknesses at the elementary school level be emphasized and corrective measures taken.

— Additional resources and attention be applied to the development of communication competencies in the elementary and secondary schools of the province.

Social Studies

Social studies provides an opportunity for students to develop personal and social attitudes and skills and to acquire understanding about the world community. Public response indicates support for the social studies curriculum, but emphasizes a need to develop greater knowledge of Canadian history, geography and economic development. Albertans expect that secondary education will prepare students to function in our demanding and competitive economic environment, and will provide an awareness of factors influencing national productivity.

Albertans have indicated that schools should promote an awareness of the economic needs of the province as a body of interacting producers, consumers, entrepreneurs and workers. Major Alberta industries such as agriculture, energy, manufacturing, forestry, tourism and the service industries should be the focus of this economic awareness.

Social studies at the junior high school level should deal with issues from a provincial and national orientation based on Canadian history, while senior high school social studies should deal with Canadian history from a national and international historical perspective. Business, industry, labour, and government agencies should assume a greater role in providing current information on provincial and national development.

The recommendations for the social studies program are intended to provide a focus on students' ability to function in society as active and knowledgeable individuals.

Recommendations

It is recommended that:

— Local and provincial geography and history be emphasized at the elementary level.

— Provincial and national geography, history and economics be emphasized at the junior high level.

— National and international geography, history and economics be emphasized at the senior high level.

— Interculturalism be studied as an integral part of the social studies curriculum.

— Citizenship be studied so that students develop an awareness of government structures and the processes of a democratic society in determining social and economic policy.

— Two streams of the social studies program be offered at the senior high level.

— Social studies be mandatory to the end of Grade 12.

MATHEMATICS

The junior high school mathematics program should focus on practical application of mathematical concepts with attention given to more abstract concepts at the senior high school level. Every student should receive mathematics instruction to at least the end of Grade 11. Efforts must be made to articulate the mathematics program with the expectations of post-secondary institutions and job and societal requirements.

Recommendations

It is recommended that:

— Mathematics instruction in junior high school, and general and technical mathematics at the senior high school level, focus on practical application of mathematical concepts.

— Mathematics be mandatory to the end of Grade 11.

SCIENCE

The public supports the study of science as an important discipline and recognizes the impact and influence of science on our daily lives through its application in industry, agriculture, forestry, and other areas vital to Alberta's social and economic welfare.

The role of science in society needs to be emphasized, with consideration given to the application of science, the social and environmental impact of scientific discoveries, and the moral and ethical issues which accompany the use of scientific knowledge.

An applied science program has merit for students entering the job market and technical and junior colleges.

Recommendations

It is recommended that:

— Experiential learning, the application of scientific principles and cross-disciplinary study, be the main orientation of junior high school science courses.

— A three-year applied science program be developed at the senior high school level for students with a general interest or ability in science.

Fine Arts

There is considerable support for the provision of experiences in art, music and drama, to provide a broad education and foster creative leisure time involvement. It is essential that opportunities for growth in artistic endeavours be offered to all junior high school students, and that a specialized program route be offered at the senior high school level.

Recommendation

It is recommended that fine arts be a component of the junior high school core program.

Physical Education

Physical education programs should promote physical, intellectual and social development. The acquisition of knowledge, skills and attitudes in physical education has significant impact on the functioning of students by promoting health, fitness, and self-awareness through the challenge of physical education activities.

A daily fitness program contributes to physical and mental well-being, and a broad physical education program should include opportunities for students to participate in individual, intramural, and interscholastic activities.

Recommendations

It is recommended that:

— A daily physical education class be part of the regular school program for all junior high students.

— Fitness activities be emphasized as a daily component of the physical education program.

— Physical Education 10 be a 5-credit course.

Practical Arts

The practical arts consist of the home economics and the industrial arts curricula which offer broad, experientially based programs in which students can develop the knowledge, skills, and decision-making abilities needed to improve the quality of personal

relationships, home environments, and consumer activities. In addition, these programs offer an opportunity for the practical application of the academic program and help students to determine future educational direction.

Recommendation

It is recommended that the practical arts be a component of the junior high school core program.

Business Education

Business education provides opportunities for the instruction of students in office procedures and the adaptation of technology to the workplace. The program also fosters practice in business endeavours, with actual experiences in product research and development, marketing, business accounting and consumerism.

Recommendation

It is recommended that a business education program be a component of the junior high school core program.

Health Education

The health education curriculum contains a wide range of topics and units of studies such as first aid, safety, drug and alcohol education, life skills and nutrition. Albertans recognize the importance of promoting health awareness and developing healthy lifestyles. The school program, which is influential in developing student attitudes, provides the opportunity to promote the maintenance of good health habits.

There is support for the health curriculum being implemented as a regularly scheduled course. Units in the health curriculum dealing with family life and sex education should be optional.

Recommendation

It is recommended that the health program be a component of the junior high school core program.

Alternative Language Programs

Submissions to the review indicated substantial support for second language instruction. Proficiency in a second language improves the opportunities for active involvement in a wide range of cultural and commercial endeavours. The benefit of reinforcing communication competencies through the study of a second language was also recognized. Clearer criteria for assessing basic competency in second languages need to be established.

The constitutional status of the French language was recognized and there was considerable support for French as a preferred second

language. However, exploration and initiatives should continue to be taken to establish, where viable, other second language programs. These programs may have to be offered at certain educational centres in the province or through distance education facilities. Promotion of travel and exchange programs would be a means of enhancing language programs.

Attention should be given to addressing the special needs of Native students who do not use English as their first language of communication.

Recommendations

It is recommended that:

— French be recognized as a requirement for an academic high school diploma.

— A diploma examination be developed for French.

— Provisions be made for Native students to receive instruction in their native language during the first two years of their elementary schooling.

Junior High Options

Options are an important part of the junior high school program. It is expected that when options are included in the program they will be meaningful. Before a locally developed option is introduced, it must receive Alberta Education approval.

Recommendations

It is recommended that:

— The Group 'B' option program be discontinued.

— Alberta Education provide for locally developed options at the junior high school level and that such options be monitored to ensure appropriate substance, relevance, and instruction.

— Alberta Education maintain a directory and/or library of acceptable locally developed options.

— Alberta Education develop curricula on a modular basis for the following subjects: fine arts, practical arts, business education, and health education.

Junior High School Program Requirements

In the junior high schools, programs must provide opportunities to develop a range of basic competencies and exploratory courses to provide for knowledgeable program selection and specialization at the senior high level. At present, considerable variation in time allotments and subject emphasis exists throughout the province. The Minister's Advisory Committee presents a blueprint for discussion which reflects an overall desire for more emphasis on a core program with more structure while retaining a degree of flexibility and local option.

Examples of Alternative Junior High School Timetables

Junior High School - Minimum Hourly Requirements

Grade 7	Grade 8	Grade 9	
Language Arts			150 hr/yr
Social Studies			125 hr/yr
Mathematics			125 hr/yr
Science			125 hr/yr
Physical Education			125 hr/yr
	Fine Arts		150 hr/3yrs
	Business Education		150 hr/3yrs
	Practical Arts		150 hr/3yrs
	Health and Guidance		150 hr/3yrs
			150 hr/3yrs

Junior High School - Full Utilization of Provincial Programs

Grade 7	Grade 8	Grade 9	
Language Arts			150 hr/yr
Social Studies			125 hr/yr
Mathematics			125 hr/yr
Science			125 hr/yr
Physical Education			125 hr/yr
	Fine Arts		75 hr/yr
	Business Education		75 hr/yr
	Practical Arts		75 hr/yr
	Health and Guidance		75 hr/yr
			150 hr/3yrs

Junior High School Program - Includes Second Language

Grade 7	Grade 8	Grade 9	
Language Arts			150 hr/yr
Social Studies			125 hr/yr
Mathematics			125 hr/yr
Science			125 hr/yr
Physical Education			125 hr/yr
Second Language			125 hr/yr
Fine Arts		Practical Arts	75 hr/yr
Practical Arts	Health and Guidance		75 hr/yr
	Business Education		75 hr/yr

■ Indicates time available for local programming

It is proposed that the minimum hourly requirements be increased for mathematics, science, social studies, and physical education.

It is recommended that modular programs be developed by Alberta Education in fine arts, practical arts (industrial education and home economics), business education, and health education. These modules would cover topic areas of importance to students in junior high school. Schools could utilize the minimum hours of instruction required for these programs to offer specific modules most suitable for their students. For example, students could pursue either drama, art or music as a fine arts area. If so desired, a school could expand its offerings by using the flextime available to offer all the modules in that program.

It is also suggested that consideration be given to making available to students the opportunity to take a second language.

Time beyond minimum requirements may be used for remediation, enrichment, added emphasis on core subjects, or locally developed programs. It is proposed that local options, designed to meet local needs and opportunities, should be subject to approval on the basis of their relevance and substance.

Senior High School Program Requirements

The secondary school program should be designed to provide a broad base of learning in the first three years, with a specialized program of studies in the last three years of secondary schooling. While junior high should involve general exploratory learning, senior high should provide a degree of specialization centred around core subjects.

A feature of this approach is the opportunity for each student to make a commitment to a program route at the end of Grade 9. Each program route would consist of core subjects and specialized courses. Programs may vary in the number of courses and in the credit requirements for completion. To increase communication between home and school, and to ensure support of and commitment to the selection of program, parents should formally acknowledge that they are aware of the selection of a specialized program. Provision must be made for students who wish to transfer to other routes, although this may demand additional time in high school. Provision would also exist for students to take additional courses if they so desired. A General High School Diploma, which provides recognition of training and attests to the competencies of the student, would continue to be awarded upon successful completion of minimum requirements. Students completing specialized programs should receive a diploma describing such attainment.

At present, there are numerous senior high school options from which to choose; in fact their proliferation suggests that their content and relevance need to be examined.

Examples of Senior High School Programs

General Diploma

Grade 10	Grade 11	Grade 12
English 10	20	30
13	23	33
Social Studies 10	20	30
13	23	33
Mathematics 10	20	
13	23	
15	25	
Science: Physics 10 Chemistry 10 (one of) Biology 10 Science 10		
Physical Education 10		

General Diploma - Minimum 100 credits
Grade 12 English
Grade 12 Social Studies
Grade 11 Mathematics
Grade 10 Science
Grade 10 Physical Education

Academic Diploma

Grade 10		Grade 11	Grade 12
English 10		20	30
Social Studies 10		20	30
Mathematics 10		20	30
Two of French, Mathematics 31	10	20	30
and Academic Sciences	10	20	30
Physical Education 10			

General Diploma Requirements **plus**

English 30
Social Studies 30
Mathematics 30
Two of: Physics 30, Chemistry 30, Biology 30
French 30
Mathematics 31

Vocational, Business Education, Fine Arts Diplomas

Grade 10	Grade 11	Grade 12
English 10	20	30
13	23	33
Social Studies 10	20	30
13	23	33
Mathematics 10	20	
13	23	
15	25	
Science: Physics 10 Chemistry 10 (one of) Biology 10 Science 10		
Physical Education 10		

Example: Vocational Education Diploma - Building Construction

General Diploma Requirements **plus**

Mathematics 13
Drafting 12
Building Construction 12 plus 30 credits at the Grade 11 and 12 level

Recommendations

It is recommended that:

— Alberta Education design requirements and provide diploma recognition for completion of the following programs: general, academic, vocational education, business education, fine arts, special education and academic occupational programs.

— All senior high school options be reviewed to ensure relevance and eliminate duplication.

Core Program

The core program at the junior high school level includes three-year programs in language arts, social studies, mathematics, science, and physical education, and a required minimum of time over the three years for health and guidance, business education, practical arts, and fine arts.

At the high school level, English, social studies, mathematics, science, and physical education are required. It is anticipated that specialized programs will go beyond minimum requirements in certain of these subjects, as well as requiring subjects for the area of specialization.

It is recognized that the nature and extent of a required core of subjects will have further debate and modification.

The Advisory Committee maintains that a sound core program is needed within the secondary school program.

Summary

The wide-ranging scope of the secondary eduction program provides for learning opportunities for all students. Students are expected to develop basic skills which allow them to communicate, compute and decide on future courses of action. Demonstration of learning, both through the application of concepts and assumption of a mature and active role in the community, is valued by parents and the public. Overall, the hope is that, through education, students will develop their basic skills and unique abilities so that they will become competent, assured individuals, and contributing members of society.

WAYS STUDENTS LEARN BEST

Students have varying levels of maturity, ability, intelligence and motivation. The mandate of every school system is to nurture and develop each student's potential. If the education system expects students to become adaptable, creative, resourceful and committed to learning and improvement, then the system must reflect these same qualities. The challenge to education is to meet different needs with a flexible approach to programming, so that each student becomes competent and develops positive attitudes.

Continually emerging technologies necessitate that schools be properly equipped and teachers adequately trained to assist students in coping with this constant change. It is equally important, though, that the human element of schooling not be swept aside by the tide of technological advances.

A number of factors combine to provide a caring, supportive learning environment in which all participants contribute to a quality education for each student.

Primacy of Instruction

Teachers have a significant impact on students' learning and their development of positive attitudes towards themselves and education. Teachers are the means by which the school environment is caring, supportive and challenging. The major functions of teachers are to present clear and reasonable expectations, to teach, and to promote learning.

A positive atmosphere in the school stimulates the desire to learn and enhances a student's self-image as a competent and valued individual. It is incumbent, then, on school staffs to establish a positive learning environment emphasizing teachers working with students, both on an individual and a group basis.

Recommendation

It is recommended that a program for increasing school effectiveness be implemented, in which school staffs adopt a philosophy which promotes effective leadership, commitment to excellence, wise use of students' and teachers' time, and high expectations of student behavior.

Delivery Systems

Stakeholders in education must be encouraged to assist in developing more effective learning opportunities for students. Cooperation of all participants is needed if the education system is to attain its goals. The 'community school' concept has been well received and should continue to be developed and supported.

Traditional subject arrangements based on time allotments and the Carnegie Unit and Credit System are still supported. However, there exists the potential for improvement in the delivery of secondary education if a possibility exists for variation from this approach. Local schools or school jurisdictions should have the opportunity to modify the delivery of school programs to match local needs and aspirations.

In designing localized delivery of the secondary education program, responsibility and accountability will ensure attainment of the basic competencies. Equity of educational opportunities will exist for all Alberta students through the provision of common content and objectives for basic eduction. Given that a school is meeting the criteria of the content and objectives established for secondary education, and has certified staff, there should be room for considerable autonomy in the delivery of the program.

It is important that adaptive and innovative programs be evaluated so that educational approaches evolve and continue to challenge and stimulate students.

Recommendations

It is recommended that:

— A provincial system of school accreditation be developed to assure that the secondary education content is delivered and objectives are achieved.

— School accreditation be supervised by local school boards and Alberta Education.

— Policies be developed which encourage resourcefulness and innovation in the development of educational programming and the exchange of information.

Counselling and Guidance

The school counselling and guidance program must include provision for educational, career, and personal counselling. An effective counselling and guidance program necessitates the cooperation of the guidance counsellor, the teacher, and others. It assists students in determining their aptitudes and interests, and in acquiring information for effective decision-making.

In addition to functioning as a communication bridge between the school and the home, the counselling program should offer guidance to students which promotes their communication and interpersonal skills.

The school counselling program must provide personal counselling for student problems and address factors which inhibit the learning process. Increasingly, the school is faced with the personal and social problems of the student and his or her family. Although the student and the family often look to the school for help, the counselling program should nonetheless highlight the importance of the family as a base of support for the student.

Recommendations

It is recommended that:

— The counselling and guidance program be part of the school program and be assured for all schools.

— Community services be coordinated with the school counselling program.

— An inventory be taken of available support services in each district, and that community and provincial resource book to be compiled and provided to counsellors, parents and teachers.

Library Services

A school library or information centre complements and supports the instructional role of the teacher. It is expected that each school will have access to information services in order to provide equality of education throughout the province.

Recommendations

It is recommended that:

— Library and information services be assured for all schools.

— The Alberta government set standards for the provision of libraries and library services.

— School libraries be staffed by trained personnel.

— In-service/pre-service programs be provided to make teachers aware of the use of the library as a co-curricular service.

— Library skills be integrated into curricular programs.

Future Orientation

The ever-changing nature of our society must be recognized, and some of the demands of the future anticipated. Representations to the review suggested that the best preparation for the future is to achieve competence in a range of abilities for the present, to develop student awareness of probable changes, and to be adaptable.

The adaptation process includes the ability to take stock of needs and resources, to generate alternative choices, and to make thoughtful decisions. In order for students to cope with future demands they need a strong base of competencies and appropriate attitudes, and an awareness and appreciation of their own abilities.

Recommendations

It is recommended that:

— The secondary education program be adapted to incorporate practice in critical thinking and decision-making.

— School programs should include activities designed to foster thinking skills and problem attack skills.

Computer Literacy

The use of new technologies and the emergence of computers throughout our society suggest that the present and future orientation of education would be well served by developing the computer literacy of students. Alberta Education should provide leadership in developing computer technology in the classroom. The use of computers in the elementary schools and in the home will, in the long-term, result in students entering junior high school with an understanding of and skill in the use of computers. However, in those cases where students have not had this opportunity by the time they reach junior high school, a program of computer literacy should be provided as part of the business education program.

With the increasing role of technology in education, the human element of instruction must be maintained in partnership with the use of technology as an instructional tool.

Recommendations

It is recommended that:

— Computer literacy be developed and integrated throughout school programs, using computers for data storage, word processing, educational networks, distance education and computer assisted education.

— The government take necessary initiatives to promote the development of education software relevant to the secondary education curriculum.

Educational Network

A number of programs exist which may be accessed by more students through an educational computer network. Technology also exists to aid in the flow of information to schools and to provide specialized courses and information to students.

An information delivery network using computers can provide electronic mail for schools and administrative services, and information to teachers, administrators and the developers of programs. An educational computer network may also facilitate learning by connecting students in different districts and schools who are studying the same unit or subject.

Instruction through the use of video, tele-conferencing and other means of distance education should be utilized, with the school as a learning centre and teachers as guides and supervisors of learning.

Recommendations

It is recommended that:

— Alberta Education prepare proposals for the implementation of a computer education information network.

— Funding, equipment and in-service programs be provided to schools by Alberta Education in support of this network.

— The Alberta Correspondence School of Alberta Education work in conjunction with ACCESS to promote the development and distribution of alternative delivery systems.

Students with Special Needs

Alberta Education recognizes the obligation to provide a range of specialized services, staff and programs for students. However, additional instructional methods and curricula need to be developed for students who are outside the average range of abilities. Support services, special programs, and specialized teachers are needed to implement these programs.

In particular, attention should continue to be given to handicapped students. Special education services should be available for students who require such programs. Additional attention should be given to the transition of students from school settings to further training and work placements.

There is also a need to challenge gifted and talented students who will benefit from programs specifically designed for them and which would allow them to progress at their own rate of learning. Where viable, attention should be given to offering post-secondary courses to such students while they are in secondary school.

In order to provide equity of educational opportunities throughout the province, it may be necessary to provide additional emphasis to certain programs, to vary the amounts of per student grants, and to provide support services emphasizing distinctly different services for some students. These services should be provided to students who, by reason of social or economic circumstance, or because of their distance from educational centres, experience educational disadvantages. There also are cultural groups that have need of special programming so that they can move gradually and smoothly into the secondary program and the mainstream of society.

Recommendations

It is recommended that:

— A coordinated effort be made by Alberta Education, school boards and employers to improve opportunities for handicapped students to move to employment or further training.

— A feasibility study be undertaken concerning the establishment of centres in the province for enrichment programs.

— Programs of studies for gifted junior and senior high school students be developed.

— Specialized education opportunities and adapted programs be provided to students who experience educational disadvantages due to isolated locations or social and economic circumstances.

Student Assessment

Assessment provides a means by which students demonstrate their knowledge and mastery of their studies. Albertans recognize the value of assessments of student progress as a means of determining achievement, recognizing success, and providing a diagnostic review of student and program needs. The involvement of the classroom teacher in planning and marking examinations and assessing student performance is an important practice. While there does not appear to be a demand for diploma examinations at the Grade 9 level, there is a need to put into place a policy governing the entrance requirements for senior high school.

There is also a need to develop an overall policy for determining advanced standing in the secondary program. This policy may include provision for challenge tests. School boards and staff should develop policy taking into account the expected standards of mastery an the assurance of the student meeting all of the objectives of the curriculum.

Recommendations

It is recommended that:

— Alberta Education develop entrance requirements in the core subjects of language arts, mathematics, science and social studies which school boards can use in consultation with teachers to develop criteria for entrance to senior high school.

— That an overall policy be developed for determining advanced standing in secondary education programs.

Sharing Services

To provide adequate resources and services to schools, cooperative ventures among school jurisdictions should be encouraged.

There is a need to provide educational services, such as vocational training and practical arts courses, to students from schools and districts with limited resources. Some of these needs can be met through the use of mobile instructional labs and workshops.

Recommendation

It is recommended that Alberta Education support the provision of

mobile facilities and programs through flexible staffing and programming alternatives.

Articulation of Programs

Secondary education exists in partnership with elementary education, post-secondary education, and business and industry.

Better communication and coordination of services among these elements is needed in order to articulate expectations and programs which will encourage a continuation of learning in a progressive and unified manner.

Recommendations

It is recommended that:

— Alberta Education improve articulation of the secondary education program with the elementary and post-secondary programs and the business community.

— The needs of the secondary education system be better communicated to the faculties of education with the intent of promoting optimal teacher education programs for secondary education.

Teacher Professionalism

Students and the public place a high value on good teaching. The primacy of instruction and the positive impact of teachers on the development of students is well recognized. In considering how students learn best, the quality of teachers is the most significant factor in meeting the goals of schooling.

A review of the instructional day should be undertaken, keeping in mind the principles of good time management and the multiplicity of roles of the teacher. Since teachers are valued most for their contact with students, efforts must be made to give this priority.

Action should be taken to ensure proper evaluation of school staff. Measures to maintain a competent professional staff include: training and administrative courses on leadership for principals and heads of departments; opportunities for teacher exchange and classroom visitation within schools, between schools, and between districts to promote the development of teaching expertise; provision for teachers to have access to short-term sabbaticals for professional upgrading purposes. It should be part of every teacher's responsibility to upgrade personal teaching skills — to have a plan for professional improvement and to act upon it.

Recommendations

It is recommended that:

— Alberta Education and school boards support the maintenance of

quality teaching through encouraging upgrading and professional development of the teaching staff.

— Opportunities for ongoing professional development activities be provided by schools and school boards.

— A review of the role of the teacher be made with attention to the ways in which use of clerical support staff can increase a teacher's productivity.

— A study be made of teacher time management, focussing on increasing teacher-student interaction time.

Teacher Education

With teachers as primary elements in the education system, teacher education is of major importance. Student teachers should have a realistic understanding of the nature of the profession.

Recommendations

It is recommended that:

— The faculties of education make provisions for in-school experience for students in their first year of study, with an increase in the duration and scope of practicum experiences in subsequent years.

— A junior high school teacher preparation program be developed by the universities.

— The identification and correction of learning difficulties in students be a feature of teacher education programs.

— Alberta universities, Alberta Education, the Alberta Teachers' Association and the Alberta School Trustees' Association develop policy for a teacher internship program.

Teacher Evaluation

There is a strong desire to have Alberta students receive instruction of the highest quality. Teacher evaluation procedures are necessary to assure quality instruction and to encourage and recognize excellence in teaching. Teachers, parents, students, and those entering the profession must all understand what is expected of teachers.

Recommendations

It is recommended that:

— Alberta Education, the Alberta Teachers' Association and the Alberta School Trustees' Association develop policies, guidelines and procedures for teacher evaluation.

— Programs be developed for the recognition of excellence in teaching.

Needs at the Junior High School Level

Enhancement of the secondary education program for junior high students is a priority for many Albertans. While grade combinations other than seven to nine may suit local circumstances, emphasis must be placed on developing a secondary program best suited to the needs of students at this level. Representations to the Secondary School Review identified several key elements in a successful junior high program which are not exclusive to this level but need particular emphasis during these years.

Recommendations

It is recommended that:

— A policy statement be developed for junior high which emphasizes:

1. the need for school policies of high expectations, clear direction, and consistent application of standards of student behavior.
2. the need for the integration of current and practical applications of concepts into the curriculum.
3. the need to provide each student with a "homeroom" teacher advisor.
4. the need to provide a structured school program with sufficient emphasis on core subjects.
5. the need to provide a co-curricular and extra-curricular program which provides for planned and directed activities for all students.
6. the need to provide parents and students with information on the nature and requirements of high school, post-secondary institutions and employment alternatives.

Spares

Students should make a commitment to participate fully in their studies and should therefore be involved in meaningful activities throughout the school day. In submissions to the review, concerns were raised regarding the problems associated with spare periods in senior high school. Parents, teachers, and students should place priority on using this free time effectively. Students should apply themselves to their school program, and programs should be designed so that spare periods are allotted only if they are to the educational advantage of the student.

School Day/Year

The current length of the school day/year seem appropriate, but efforts should be made to ensure that time is well managed.

Concerns have been raised about the usefulness of the semester

system. Representations to the review indicated a preference for year-long scheduling in sequential core subjects. Timetables should be flexible in order to meet the needs of the students and the demands of specific programs.

Recommendation

It is recommended that local school boards and staff evaluate the merits of semestered programs for their schools.

Summary

Secondary schools must make every effort to educate and train students to the extent of their ability. Secondary schools should provide a caring and supportive environment in which students come to value learning. Therefore, school programs and instructional activities must be adaptable to the ways in which individual students learn. When students graduate, they are expected to have basic knowledge, skills and learning experiences from which further growth can occur in work or post-secondary training.

ROLES, RIGHTS AND RESPONSIBILITIES

The determination of roles, rights and responsibilities of all participants in education is necessary if the goals of schooling are to be achieved.

Many representations to the review indicated a need for coordination of services and recognized the importance of shared efforts in education. No one agency can meet all the needs of all students learning to become capable and contributing members of society.

The success of the secondary education system is dependent on acceptance of various responsibilities by the participants in education. Given that the roles, rights and responsibilities can be defined, it is essential that processes for better articulation between secondary education participants be activated. Post-secondary institutions and industry have an important role to play in guiding the design and implementation of secondary programs.

Articulation should lead to better understanding and communication of the expected performance of the participants and agencies involved in education. For instance, industry and trades should recognize the value of the training received by students with non-academic diplomas. It is also desirable that colleges and technical schools accept a vocational diploma when setting entrance requirements.

In developing a positive and responsive educational system it is important that the focus be primarily and essentially on the roles and responsibilities of the participants. It is expected that parents and the community will support the school in meeting the goals of schooling and that the school programs will complement these other agencies in meeting the goals of education. It is vital that after roles, rights and responsibilities are clarified and conveyed to participants, they be supported by all.

Students

The educational well-being of students is a major priority, the attainment of which is dependent on students involving themselves in learning activities with an attitude of self-directed participation and a striving for improvement. As evident from the student questionnaires, the students want to know the expectations of the secondary program. They also want good teachers and adequate preparation for future

jobs. As a result of the secondary education program, it is expected that students will develop attitudes of responsibility and become actively involved in making choices which positively affect their future.

The *roles* of students are to attend school regularly and punctually, and to act responsibly in all aspects of their education; to participate in the day to day activities of school life; and to make efforts to integrate their learning in a meaningful way into their daily lives.

The *rights* of students are to avail themselves of the best possible education; to participate in the choice of courses of study; to be assessed responsibly in terms of educational achievements and general behavior; and to be treated with fairness and respect.

The *responsibilities* of students are to attend school regularly and punctually; to recognize that educational instruction must be accompanied by individual effort and achievement on the part of the students; to make a commitment to the course of study and to be fully involved in learning opportunities. Students are also expected to adopt good study habits, follow school regulations and act with respect toward teachers and fellow students.

Families

Families provide the essential function of supporting and encouraging the child as a learner. As such, there is a recognized need for clear and open communication between school staff and families, and for a coordinated effort by all.

The *roles* of families are to provide ethical and spiritual guidance; to show interest in their children's endeavours; and to encourage attitudes toward learning and citizenship.

The *rights* of families are to be informed about school policy and the kinds of programs available to students; to have good communication and opportunities for discussion with school personnel regarding courses of study and other matters affecting their children's scholastic progress; and to be recognized as key participants in the education system.

The *responsibilities* of families are to ensure that their children put forward their best efforts and that they attend school regularly; to encourage good study habits and eagerness to learn; to keep abreast of student progress; to involve themselves in any disciplinary issues concerning their children; and to recognize the importance of open, constructive discourse with the school on matters concerning their children's education.

Teachers

Teachers are the primary element in delivering the education system. Their role in developing abilities and nurturing knowledge,

understanding, inquiry, reflection and confidence is significant. Teachers have, by example and guidance, the responsibility to promote in their students a striving for excellence. The successful conduct and supervision of the numerous and different activities within and outside the classroom call for varied qualities and skills on the part of the teacher. It is imperative, therefore, that teacher education and professional development be priorities within the educational system.

The *roles* of teachers are to endeavour to instil in their students the desire to learn; to contribute to the establishment of local and provincial education policy and the development of educational programs; to set high expectations of performance and behavior; to respect their students as individuals and to show, by example, that trust and respect are traits that can be shared by teacher and student; and to provide resource materials, information and experiences which stimulate learning and development.

The *rights* of teachers are to have the professional support of those engaged in the education process; to have reasonable working conditions, adequate resources and fair professional evaluation; and to be respected as individuals. Teachers should have the academic freedom to choose the method of instruction they feel will best suit the needs of their students, and the right to participate in the decision-making functions of the education system.

The *responsibilities* of teachers are to develop a positive and challenging learning environment through good classroom management; to be role models in the promotion of learning and behavior; and to use their time effectively. Teachers are responsible also for promoting learning, upgrading their professional abilities, and participating in the activities of the school.

Principals

A dual role of educational leadership and school management is filled by principals. Principals maintain the school program and are active in coordinating and communicating with other participants in education.

The *roles* of principals are to provide educational leadership and school management, and to promote optimal conditions for teacher effectiveness and student learning. Principals, as the key liaison between school and community, must protect the interests of students in their interaction with other participants in education.

The *rights* of principals are to manage the school within policy limits; to participate in the maintenance of a competent staff; and to expect the support of central office and school board.

The *responsibilities* of principals are to demonstrate leadership and effective supervision; to maintain effective instructional staff; to ensure adherence to the programs of studies and that they are offered in a manner that meets local needs; to be aware of all facets of the

curriculum; to ensure that students have the opportunity to learn; to delegate tasks; and to manage time and other resources.

School Staff

Collectively, teachers and principals have direct influence on the development of a positive, caring environment for learning. The school staff establishes standards for functioning within the school which influence the development of values and social skills.

The *roles* of the school staff are to foster a commitment to excellence and to stimulate positive values and social skills by example. In addition to developing competent, curious and challenged learners, the school staff should also develop a philosophy and standards for their school.

The *rights* of the school staff are to choose the method of delivery of programs to meet educational objectives, and to expect support from school boards, students, and families in meeting their objectives.

The *responsibilities* of the school staff are to provide an education in a sound learning environment and to facilitate good communication and participation by others in the education process.

Members of the Community

Community members, as representatives of organizations and groups, cooperate in education by sponsoring learning experiences and providing ongoing evaluations of program effectiveness through the identification of changing needs and perceptions.

The *roles* of the members of the community are to liaise with the school in an advisory role; to participate in providing work experience, work study, co-curricular and extra-curricular programs; and to provide a supportive environment for school operations.

The *rights* of community members are to be active participants in advising on the development of education programs.

The *responsibilities* of community members are to assist schools in the continuing development and improvement of education; to contribute to the moral and ethical values of the education system; and to provide input into the delivery of a sound system of education.

School Boards

Through the responsibility delegated to them by the province, school boards are the primary contact between the schools and the community at the district level. School boards implement and establish policy for the development of educational programs and the method of delivery.

The *roles* of the school board are to contribute to the development and establishment of policy; to provide educational leadership and to

implement provincial policies and programs; to provide educational services to all students within their jurisdiction; and to monitor and report on the achievement of educational results in the district.

The *rights* of the school board are to establish policy, guidelines and procedures for the operation of the school system; and to receive adequate funding to implement provincial policies and programs.

The *responsibilities* of the school board are to act as the primary bridge between the community and the school on policy matters; to recognize the significant role of parents, students, the community and others in the provision of educational services at the local level; to provide good management of money, materials and manpower in the school system; to evaluate the components of the system; to keep in touch with the changing scope of education; and to make sure that applicable policy is available.

Superintendents

Leadership and management roles are combined for the superintendent who provides liaison between the community, school board, and staff.

The *roles* of the superintendent are to manage the operation of the school system; to hire competent staff; and to provide advice and information to other participants.

The *rights* of the superintendent are to have the support of the school board; and to participate in the development of policies, guidelines and procedures.

The *responsibilities* of the superintendent are to provide educational leadership; to implement board policy; to communicate effectively; to be aware of the needs of the community; and to evaluate components of the education system according to policy.

Business, Industry and Labour

The provision of information and expertise by business, industry and labour relative to employment and careers is an important service to schools. A cooperative partnership between these agents and the school is desirable to provide a wide range of learning experiences to students, and to communicate to them the expectations and demands of the world of work.

The *roles* of business, industry and labour are to help students to become aware of the opportunities available to them in the world of work; to encourage the attainment of education; to communicate their standards and expectations; and to have input into program design.

The *rights* of business, industry and labour are to expect that graduates will be educated, competent and have positive work attitudes.

The *responsibilities* of business, industry and labour are to enhance

the system with their participation; to cooperate with work experience programs; to communicate their expectations and concerns; and to assist with career guidance. Priority needs to be given to establishing programs in new areas of demand.

Post-Secondary Education

Those who pass through the secondary school system must devote themselves to continuing study, especially if their primary aim is to prepare themselves for a trade or profession. In an age of rapidly growing technology and swiftly changing standards, there is need for a widening range of opportunities, and for programs that will serve the tourist and service industries. Opportunities for further education exist through the post-secondary institutions which offer a variety of programs designed to meet these needs.

The *roles* of post-secondary education are to provide for the continuation of education beyond the secondary school; and to provide a range of programs that respond to the interests of students and the needs of society.

The *rights* of post-secondary education are to expect that candidates seeking admission to post-secondary institutions have been adequately prepared for entry; and to have the support of all participants in the education process to enable them to achieve their goals.

The *responsibilities* of post-secondary education are to communicate with others engaged in the education process; to enunciate clearly and consistently their standards and expectations of students seeking entry to post-secondary institutions; to offer programs of the best quality; and to design programs that are relevant to the needs of students and society.

The Ministry of Education

The total operation of the education system is the responsibility of the Ministry of Education. The different branches within the ministry are strictly subordinated to the Minister who is the political head of the department and, as such, the Minister must be aware of the needs and aspirations of all participants in the secondary education system.

The *roles* of the Ministry of Education are to define the goals of education and schooling; to identify the skills, knowledge, and attitudes to be developed by students; to provide program leadership in developing programs; to assess program implementation; and to monitor the total functioning of the system.

The *rights* of the Ministry of Education are to accredit schools; to establish curriculum requirements; and to monitor and evaluate the performance of teachers, schools and school systems.

The *responsibilities* of the Ministry of Education are to assess the effectiveness of individual programs and the total education program;

to promote the value of education; and to provide educational leadership and development.

The Provincial Government

The Alberta government, on behalf of the people of the province, provides resources for the education system. The goverment also plays a leadership and advocacy role in setting overall policy and goals.

The *roles* of the government are to establish management systems, policies and objectives for education, provincially and locally; to establish a legal framework for education; to provide the necessary means for the development, administration and delivery of education services; to protect the public interest and to protect individual rights; to be accountable to the public for educational policy; to be responsible for the development of school curricula for the province; to provide for the ongoing review of programs; and to coordinate support services and agencies.

The *rights* of government are to establish and maintain an education system for Alberta students; to set standards and expect effective implementation and performance.

The *responsibilities* of government are to retain primary legislative responsibility for the establishment of schools and school jurisdictions; to develop programs of studies and establish curriculum guides and support documents; to provide for the certification of teachers, and for teacher inservice; to provide the necessary resources and support for the education system; and to develop policies for the evaluation and review of school curricula.

Recommendation

It is recommended that all participants involved in secondary education give priority to fulfilling their roles, respecting others' rights, and carrying out their responsibilities in a cooperative manner.

Educational Funding

It is expected that certain efficiencies will result from the implementation of many of the recommendations contained in this report. While the focus of recommendations is on making schools more effective, there are proposals which will require government support for quality improvement of educational programs. Curriculum changes, teacher in-service programs, and school accreditation processes are some of the recommendations which will create demands for additional funding.

Recommendation

It is recommended that changes and additions to programs be well planned, and supported with adequate funding.

Summary

For the system of secondary education to work well, it is imperative that all participants actively assume their roles and responsibilities. Educating students is a process which is open to influence by each participant and as such it is both responsive and vulnerable.

The aim of education is that students will progress toward their potential as vital and contributing members of society. The challenge to the participants is that they take up their respective roles and responsibilities, become actively committed to developing the best possible educational programs, and promote opportunities for learning and development.

SECONDARY EDUCATION: FOUNDATION FOR THE FUTURE

The basic goal of an education system is to prepare students for the present and the future. Students are best prepared when they possess both a broad base of competencies reflected by their attitudes, skills and knowledge, as well as demonstrable areas of specialization.

Secondary education is a preparatory stage for many, and a final stage of schooling for others. It is a complex enterprise when one considers the mandate to provide versatile, educated people for the community; people who are prepared for work and prepared for future training and continuing education.

Our world demands competence and resourceful adaptability, and that is the challenge which Alberta's secondary education system strives to meet. Every school must, then, be resourceful and adaptive, and work in cooperation with the many participants in education to provide opportunities which meet present and future societal and student needs.

Educational experiences provide a foundation of skills and competencies that help students with future career development, and at the same time affect the quality of their lives throughout each day. For schools to have a positive impact, programs must be adaptable to levels of student interest and ability. In all programs there must be standards and expectations which students strive to attain; every good school program must have an appropriate balance between the challenge of striving for excellence and the chance for success.

Educational programs must be guided by the awareness of varying student abilities and rates of learning. The education system must recognize these individual differences and be innovative and responsive in providing adequate programming. Programs must also be challenging to all students in the expectation that they will rise to the challenge, become more aware, more involved and more confident in their emerging abilities, and more accepting of their obligation to do their best.

Students should devote themselves to continuing involvement with learning and the application of acquired knowledge which will shape their future. They should also develop a positive attitude toward change, with a strong base of divergent skills and adaptive abilities. These qualities, along with experience in problem-solving and decision-making, will enhance students' ability to function effectively

in a changing world. The fundamental belief in lifelong learning should be valued and promoted.

As the individual student must be adaptable to meet emerging requirements of the present and future, so too must the structures of education be adaptable. The education system should be subject to assessment and review. In addressing present and anticipated future needs, several basic areas of competency have been identified which will stand the student in good stead for all time. These competencies include communication skills, computation skills, awareness of scientific investigation and application, informed citizenship, developing research and study skills, reflective thinking abilities, positive attitudes toward the whole process of learning, and being self-directed with a good degree of self-responsibility.

Career preparation has been identified as an important aspect of secondary education. This preparation can be for direct job entry or entry into post-secondary educational institutions. Secondary education represents only one stage of the process of career development, although it is an important stage in that students are expected to begin as children and finish as adults. In some ways, secondary education is a rite of passage which profoundly affects students who pass through it. The best goal of general career preparation for students is attaining a well-founded belief in their own individual abilities and demonstrating confidence in making a positive and meaningful impact on their world.

The school must provide generic work skills and foster in students the development of attitudes and behavior which will be conducive to their success as employees and contributing members of society. While some specific job training is available in the secondary education program, the goal remains to educate students so that a wide range of opportunities is open to them. To this end, many secondary schools provide vocational programs, work experience and business education, as well as providing career counselling and career exploration.

While it is accepted that the school plays a significant role in educating students, there is also recognition of the sharing of that responsibility among schools, parents, students and the community at large. It is incumbent upon all participants in the educational system to cooperate, share responsibility, provide support and stimulate innovation in educational programs. It follows that there is also a need for definition of roles and support for the various participants in the education system, increased coordination of services, and more community and parent involvement with school programs.

Continuing good communication between parents and school staff will foster awareness about school programs and the implications of their children's involvement. The education system must be adaptive to increased participation by parents and community agencies. Any further moves toward the concept of the school as a learning centre for the community depends upon the support of all participants.

Secondary education involves many participants who all have the opportunity to contribute to an effective secondary school program. While it is accepted that these six years of education represent just one stage of an individual's development, they are vital years and hold a great deal of potential for students who make a commitment to learning.

The focus of secondary education must be toward the future, from a solid base of knowledge, skills, and attitudes that provide preparation for participating in society as confident and competent individuals in the present.

APPENDIX

I

THE GOALS OF BASIC EDUCATION FOR ALBERTA

Goals are statements which indicate what is to be achieved or worked toward. In relation to basic education, goals serve several functions:

1. They identify the distinctive role of the school and its contribution to the total education of youth.
2. They provide purpose and direction to curriculum planning, implementation and evaluation.
3. They enable parents, teachers and the community at large to develop a common understanding of what schools are trying to achieve.

Society must periodically re-examine the goals of its schools. Changes in emphasis and minor adjustments of the basic goals may be required from time to time to keep pace with social change.

This statement of goals is intended to direct education for Grades 1 through 12 in Alberta schools. It is the basis from which specific objectives for various subjects and grades shall be developed.

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations are very significant influences on children. It is useful, therefore, to delineate the role of schooling in education.

Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted by a formally structured agency which influences individuals during a specified period. There is, of course, a very close relationship between schooling and education — the learning which occurs in school influences and is influenced by what is learned outside the school.

Goals of Schooling

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the

basis of these specific goals in order that students:

1. Develop competencies in reading, writing, speaking, listening and viewing.
2. Acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences, and the social studies (including history and geography), with appropriate local, national, and international emphasis in each.
3. Develop the learning skills of finding, organizing, analyzing, and applying information in a constructive and objective manner.
4. Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being.
5. Develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels.
6. Acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the other, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

Goals of Education

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is the most important, the school will strive to:

1. Develop intellectual curiosity and a desire for lifelong learning.
2. Develop the ability to get along with people of varying backgrounds, beliefs and lifestyles.
3. Develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others.

4. Develop self-discipline, self-understanding and a positive self-concept through realistic appraisal of one's capabilities and limitations.
5. Develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and society.
6. Develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavours.
7. Develop an appreciation for the role of the family in society.
8. Develop an interest in cultural and recreational pursuits.
9. Develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment.
10. Develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of individuals in order that they might fulfil their personal aspirations while making a positive contribution to society, a positive contribution to our world.